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ABSTRACT

This report presents data on the 4th year performance of transfers from 2- and 4-year colleges, and a sample of Hofstra natives. This report extended an analysis which dealt with the 3rd-year performance of these groups. The relationship was examined between performance (GPA) and high school decile, SAT verbal scores, sex, and cumulative 2-year GPA's. The 3rd and 4th year performances of these groups was also compared. Some of the major findings were: The performance of transfer students prior to their transfer and the 2-year cumulative GPA of Hofstra natives were almost the same; however, both in the 3rd and 4th year, the GPA of the transfers from 2-year colleges was significantly lower than the GPA of the two other groups. The GPA of the transfers from 4-year colleges and that of the Hofstra natives did not differ significantly in the 3rd and 4th year, and their 4th-year GPA also tended to be much higher than their cumulative 2-year GPA's. The 3rd-year GPA of 2-year school transfers tended to be lower than their 2-year cumulative GPA, while their 4th-year GPA tended to be similar to their cumulative GPA. A higher percentage of the 4-year school transfers and Hofstra natives tended to graduate than the 2-year school transfers. SAT verbal scores were of little value in predicting performance, and female students tended to have higher GPA's than males. (AF)

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HOFSTRA UNIVERSITY

The Academic Performance of Students Who Transfer after Two Years

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Summary and Conclusions

An earlier study (Report No. 76) done by the Center for the Study of Higher Education presented data on the third year college performance of transfers from two- and four-year colleges, and a sample of Hofstra natives. The present report extended the analysis to include the fourth year performance of these groups. It examined the relationship between performance (GPA) and high-school decile, SAT verbal scores, sex, and cumulative two year GPA's. A comparison between third and fourth year performance represents an additional focus of investigation. Data were obtained pertaining to all 233 transfer students who entered Hofstra in September 1966 as juniors, and a group of 89 native juniors who started as Hofstra freshmen in 1964.

The following conclusions seem warranted:

1. The performance of transfer students (from two- and four-year colleges) prior to their transfer and the two year cumulative GPA of Hostra natives were almost the same (2.51, 2.53, 2.50).

2. In both the third and fourth years the GPA of those who transferred from two-year colleges was significantly lower than those who transferred from four-year colleges, or who entered Hofstra as freshmen. Also, a significantly higher percentage of four-year school transfer students and native students had averages of 3.00 or better than transfers from two-year schools.

3. There was no significant difference between the GPA of the four-year school transfers and the native students in either the third year or the fourth year.

4. In the third year, Hofstra natives and the four-year school transfers tended to perform at a higher level than previously, whereas the two-year school transfers performed at a lower level. In the fourth year all groups tended to do better than during the third year. However, the fourth year GPA's of four-year school transfer students and Hofstra natives were much higher than their cumulative two-year GPA's, whereas the fourth year GPA of the two-year school transfer students was similar to their cumulative two-year GPA.

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The overall pattern indicated that four-year school transfers and Hofstra natives progressed fairly steadily. The two-year school transfers, on the other hand, did not show this same trend; their GPA went down in the third year and rose again in the fourth year to their two-year level.

5. Cumulative GPA at the school from which the students transferred was moderately related to the GPA attained during the third year of college. The correlation for transfers from two-year colleges was .48, four-year colleges, .51 and Hofstra natives, .60. In the fourth year the transfer student correlations lessened considerably, (two-year college transfers, .23; four-year college transfers, .39) but the Hofstra natives correlated about the same as in the third year (.59). This suggests that for transfer students performance at the original college became less predictive the longer the stay at Hofstra.

6. The graduation rate corroborated the superior performance of four-year school transfers and natives. Eighty-eight percent of four-year school transfers and 86% of Hofstra natives who completed the first two years graduated as of June 1970, compared to only 75% of the two-year school transfers.

7. In a dichotomization of transfer students' high school deciles, it was found that high deciles were associated with higher third and fourth year GPA. But for Hofstra natives only those with the highest decile invariably performed best at Hofstra.

8. SAT verbal scores seemed to be of little value in predicting third and fourth year performance at Hofstra. If the distributions are dichotomized, high SAT verbal scores are not predictive of high GPA's in the third and fourth year for any of the groups concerned.

9. Female students consistently tended to have higher GPA's than males but the differences were not significant except in a comparison of male and female two-year school transfers during their third year.

10. Hofstra natives significantly outperformed students from two-year schools in humanities, social science, and business in the third and fourth years. In comparisons of Hofstra natives and four-year school transfers, no statistically significant differences in any field were maintained throughout both the third and fourth year.

(Copies of the full report are available from the Center for the Study of Higher Education)

The Academic Performance of Students Who Transfer After Two Years

Introduction

Do students who transfer from two-year schools perform differently from those who transfer from four-year schools? How do the performances of two-year and four-year students compare with those of native students? These were the basic questions which were the concern of a previous CSHE report (Number 76). That report presented data on the third year college performance of transfer students and Hofstra natives. The present paper extends the investigation into the fourth year (the second year at Hofstra for transfer students), and re-evaluates some of the third year data as well.

Sample

The transfer student sample consisted of all transfer students (161 from two-year colleges, 72 from four-year colleges) who were admitted to Hofstra University in September 1966 with junior class status, and who completed the spring 1967 semester at Hofstra. A systemic sample of 100 native students was also selected. Out of the sample's 100 who had entered Hofstra in September 1964 and had 58 or more credits as of June 1966, 11 had dropped out during the third year, so that the actual Hofstra sample used consisted of 89 students. The transfer sample was the same as the one employed in connection with Report 76 but the native sample was different. In Report 76, the 100 native students were selected from the pool of students who had completed their junior year whereas in the present report a new sample was selected from those who were starting their junior year. Some of the third year data was re-considered based on this new Hofstra native sample. It was felt that the present sampling allows for a more comparable evaluation of the three groups of students.

The data used in the study consisted of the cumulative GPA at the end of the second year (or at the time of transfer), the third and fourth year GPA's at Hofstra, graduation status, sex, major, and when available, SAT verbal scores and high school deciles.

In each case comparisons were made among the three groups: two- and four-year school transfers and Hofstra natives.*

Results

At the outset, consideration was given to the GPA of the three groups prior to the beginning of their junior year. As can be seen in Table 1, the two-year cumulative GPA's were practically identical, ranging from 2.50 to 2.53.

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*Whenever the term significance is used in the text in discussing a comparison, statistical significance at least at the .05 level has been found.

Table 1

GPA's of Transfer Students and Hofstra Natives

Group	2-Yr. Cum. GPA (1)	3rd Yr. GPA (2)	(2)-(1)	Correl-ation (1)&(2)	4th Yr. GPA (3)	(3)-(1)	Correl-ation (1)&(3)
2-Year School Transfers	2.51 (161)*	2.32 (161)	-.19	.48 (161)	2.57 (132)	+.06	.23 (132)
4-Year School Transfers	2.53 (72)	2.71 (72)	+.18	.51 (72)	2.85 (66)	+.32	.39 (66)
Hofstra Natives	2.50 (89)	2.64 (89)	+.14	.60 (89)	2.85 (71)	+.35	.59 (71)

* Numbers in parentheses refer to number of cases in subsample.

The groups, while starting their junior year on a virtually equal footing, began to diverge during their junior year. For the transfer students, this was their first year at Hofstra. The divergence is to be noted in the decline in the third year GPA of two-year college transfer students (they lost .19 GPA points) and in the improved GPA of both four-year college transfer students and Hofstra natives (the former gained .18; the latter .14 GPA points). The movement of both transfer groups was statistically significant; the movement of the Hofstra natives approaches significance (p=.06).

From the third to the fourth year, a reversal occurred for the two-year college transfer students who moved upwards to a GPA average in the fourth year which was slightly greater than the average attained in the first two years at their former school. But since the difference between their fourth year GPA and their cumulative two-year GPA was not statistically significant, it can be said that transfers from two-year colleges returned to the GPA earned up to the point of entering Hofstra. This pattern -- a transfer student declining in GPA in his first year at the new school only to recover in subsequent semesters has been designated as "transfer shock" in the literature. (Hills, 1965).

In the present investigation the transfer shock description might be applied to two-year, but not to four-year college transfers. The latter do not show evidence of "transfer shock." Four-year students make continuous progress, as traced in Table 1, where it can be seen that they moved from 2.53 before entering Hofstra to 2.71 in their third year and 2.85 in their fourth. The overall difference was statistically significant. The progress of the Hofstra natives followed a path very

similar to four-year college transfers. The fourth year GPA of both groups was identical (2.85).

Although the means for the groups in the third and fourth years were different from the two year average, by and large, those students who started low remained low, and those who started high remained high. Thus, for the third year, the correlation coefficients listed in Table 1 between cumulative two-year GPA and Hofstra GPA, are almost identical for the two transfer groups (.48 and .51). This indicates that a moderate amount of predictability would be present if one were to predict Hofstra GPA from cumulative two-year GPA for transfers from both two- and four-year schools. A slightly greater degree of predictability was found between the cumulative GPA at the end of the second,and third year's GPA of native Hofstra students (r=.60). This might be expected since grades at Hofstra should be consistent over the three year span investigated. Different standards of grading are more likely to prevail at the other schools the transfer students attended for their first two years, and at Hofstra in the third year.

For the fourth year the Hofstra correlation with two-year GPA remained stable at .59, but the correlations between transfer students' two-year GPA's and the fourth year went down (to .23 and .39) suggesting that for transfer students, performance at the transfer college becomes less predictive as the stay at Hofstra becomes longer.

In order to understand more about the nature of these relationships, an analysis of Hofstra GPA as a function of categories of cumulative two-year GPA is presented in Table 2.

Table 2

Performance in Third and Fourth Year at Hofstra in Relation to Levels of Cumulative Two-Year GPA

2-Year Cumulative GPA	Transfers: 2-Year Schools N	GPA	Transfers: 4-Year Schools N	GPA	Hofstra Natives N	GPA
			Third Year			
2.80 and above	40	2.61	18	3.05	19	3.19
2.20 - 2.79	79	2.28	38	2.60	50	2.55
Under 2.20	42	2.11	16	2.60	20	2.35
Total	161		72		89	
			Fourth Year			
2.80 and above	37	2.61	18	3.13	17	3.35
2.20 - 2.79	64	2.64	34	2.72	37	2.77
Under 2.20	31	2.37	14	2.80	17	2.51
Total	132		66		71	

The two-year cumulative GPA's were divided into three levels: the upper level (2.80 and above), the middle level (2.20-2.79) and the lower level (under 2.20). The association between two-year cumulative and third-year GPA was evident in the difference in the third-year performance of the highest and lowest levels of two-year cumulative GPA. For the two-year school transfer students the highest level of two-year GPA had a third-year GPA of 2.61; the lowest, 2.11. For the four-year school transfer students the highest level of two-year GPA had a third year GPA of 3.05; the lowest, 2.60. For the Hofstra natives the highest level of two-year GPA had a third-year GPA of 3.19, the lowest, 2.35; all of these differences were significant.

Although the extreme segments of the distribution performed differently in the third year, less effective predictions emerged when the intermediate group of students (2.20 - 2.79) was considered. Thus, for four-year college transfers, the third year GPA of students with intermediate two-year cumulative GPA's was indistinguishable from those with low two-year cumulative GPA's. In the fourth year this became more evident. In connection with two-year school transfers it was difficult to distinguish a difference in fourth year functioning between students with good and intermédiate two-year cumulative GPA's. In connection with four-year school transfers it was difficult to distinguish a difference between students with intermediate and low two-year cumulative GPA's.

In the fourth year, the distinction between students coming in with extremely different two-year cumulative GPA's can still be made, although it appeared that the differences were reduced insofar as transfer students were concerned.

Levels of Performance in the Third and Fourth Year.

Aside from the developmental sequences outlined in the foregoing presentation it is also possible to consider group differences cross-sectionally; that is, for each year treated separately. Table 3 shows the third and fourth year performance of the two- and four-year school transfers and the Hofstra natives.

Table 3

Third and Fourth Year Performance of Transfer and Native Students

Third Year GPA	Transfers: Two-Year Schools N	%	Transfers: Four-Year Schools N	%	Hofstra Natives N	%
3.00 and over	18	11	24	33	22	25
2.60 - 2.99	25	16	17	24	25	28
2.40 - 2.59	24	15	12	17	14	16
2.00 - 2.39	61	38	14	19	19	21
Under 2.00	33	20	5	7	9	10
Total	161	100	72	100	89	100
GPA	2.32		2.71		2.64	

Fourth Year GPA	Transfers: Two-Year Schools N	%	Transfers: Four-Year Schools N	%	Hofstra Natives N	%
3.00 and over	22	17	26	39	26	37
2.60 - 2.99	42	32	19	29	25	35
2.40 - 2.59	26	20	6	9	10	14
2.00 - 2.39	27	20	14	21	7	10
Under 2.00	15	11	1	2	3	4
Total	132	100	66	100	71	100
GPA	2.57		2.85		2.85	

Little difference existed between Hofstra natives and transfers from four-year colleges in either the third or the fourth year, but both of these groups performed better in both years than transfers from two-year colleges.

Third year performance. Four-year school transfers and Hofstra natives performed better than did two-year school transfers during the third year. Thus, while there is no significant difference in GPA between four-year school transfers and Hofstra natives, the GPA's of these groups, 2.71 and 2.64, respectively, both significantly exceed the two-year school transfer group's GPA of 2.32.

In terms of percentage, compared with the two-year college transfers, three times as many four-year college transfers and twice as many Hofstra natives had third year GPA's over 3.00, and these differences were also statistically significant.

Fourth year performance. As in the third year, four-year school transfers and Hofstra natives performed better during the fourth year than did two-year college transfers. Both Hofstra natives and four-year college transfers received GPA's of 2.85, significantly better than the fourth year GPA of 2.57, achieved by transfers from two-year colleges. In terms of percentage, about twice as many four-year college transfers and Hofstra natives had fourth year GPA's over 3.00.

It may be noted that despite the maintained superior performance of four-year college transfers and Hofstra natives, all three groups improved in the fourth year. This was most noticeable in respect to two-year college transfers, only 31% of whom received a fourth-year GPA under 2.40 compared with 58% whose third year GPA was under this figure. This improvement is reflected also in the increased percentage of two-year school transfers whose GPA was 2.60 or higher, 49% in the fourth year, compared with 27% in the third year.

Summarizing, these data indicate that while the groups appeared to be almost identical in GPA after two years of college work at their respective institutions, Hofstra natives and transfers from four-year colleges outperformed two-year school transfers in both the third and fourth years of college. Hofstra natives and four-year college transfers gained steadily in their third and fourth years, while transfers from two-year colleges experienced an initial drop in their third year, but improved in their fourth year to a point approximating their incoming two-year cumulative GPA. Although group differences do appear, predicting for individual students should be made with caution because of the size of the correlations.

Graduation Status.

The superior performance of the four-year school transfers and the natives if further indicated by the proportion of students who had graduated by June 1970 (Table 4).

Table 4

Graduation Rates of Transfer Students and Hofstra Natives

	Graduated		Withdrawn		Still in Attendance	
	N	%	N	%	N	%
Hofstra Natives	77	86	7	8	5	6
Four-Year School Transfers	62	88	8	11	1	1
Two-Year School Transfers	121	75	38	24	2	1

As can be seen from the table, 86% of the natives and 88% of the four-year school transfers had graduated as of June, 1970 compared with only 75% of the two-year school transfers who had graduated by that time. These differences are significant.

High School Performance as Related to Hofstra GPA.

Third year. Table 5 shows the number and percent of native Hofstra students and junior class transfers from two-and four-year schools as a function of high school decile as well as the Hofstra GPA earned by the students in each decile.

Table 5

GPA's as a Function of High School Decile

Third Year

High School Deciles	Transfers: 2-Year Schools GPA	N	%	4-Year Schools GPA	N	%	Hofstra Natives GPA	N	%
1	2.81	7	5	3.09	12	17	2.92	13	15
2-4	2.39	57	39	2.68	37	54	2.57	54	63
5-7	2.18	57	39	2.49	16	23	2.58	15	17
8-10	2.14	25	17	2.45	4	6	2.53	4	5
Total		146	100		69	100		86	100

Fourth Year

High School Deciles	Transfers: 2-Year Schools GPA	N	%	4-Year Schools GPA	N	%	Hofstra Natives GPA	N	%
1	2.80	7	6	3.02	11	18	2.91	13	19
2-4	2.69	46	37	2.88	35	55	2.82	40	59
5-7	2.43	45	37	2.61	14	22	2.81	11	16
8-10	2.33	24	20	2.74	3	5	2.76	4	6
Total		122	100		63	100		68	100

From this table it can be seen that in all groups, students in the top decile got much higher grades than others. Students in the second through the fourth decile had higher GPA's than students in the lower deciles, except in the case of Hofstra natives, where there was virtually no difference among the decile levels below the top (2.57, 2.58, 2.53). A statistical comparison of third year GPA was made separating students in high school deciles 1-4 from those in high school deciles 5-10.

The third-year GPA of transfer students with high school deciles in the upper range (1-4 decile) was significantly higher than those in the lower range. On the other hand, the third-year GPA's of Hofstra natives with high school deciles in the upper range were not significantly different from those in the lower range.

Fourth year. The results of the fourth year parallel the results of the third year although comparisons of the two highest and lowest deciles show reduced influences. As before, students who were in the highest high school deciles received the highest Hofstra GPA's. Good high school performance (1-4 decile) appeared to be related to good fourth year college performance by transfer students. For four-year transfer schools, the 1-4 high school decile group had a fourth year GPA of 2.91 while the 5-10 decile group had a fourth year GPA of 2.63. For the two-year transfer schools, the 1-4 decile group had a fourth year GPA of 2.70 while the 5-10 decile group had a GPA of only 2.40. These differences were significant but for the Hofstra native sample the fourth year GPA of the 1-4 decile group (2.84) and that of the 5=10 decile group (2.80) were not appreciably different.

SAT Verbal Table 6 shows the Hofstra GPA's as a function of SAT verbal scores.

Table 6

GPA's as a Function of SAT Verbal Score

Third Year

SAT Verbal	Transfers: 2-Year Schools GPA	N	%	Transfers: 4-Year Schools GPA	N	%	Hofstra Natives GPA	N	%
600-749	2.53	3	4	3.01	6	15	2.54	14	16
500-599	2.30	12	16	2.75	20	50	2.70	47	53
400-499	2.25	34	47	2.61	12	30	2.61	27	30
300-399	2.22	24	33	2.22	2	5	2.30	1	1
Total		73	100		40	100		89	100

Fourth Year

SAT Verbal	Transfers: 2-Year Schools GPA	N	%	Transfers: 4-Year Schools GPA	N	%	Hofstra Natives GPA	N	%
600-799	2.68	3	5	2.84	6	16	2.72	11	16
500-599	2.42	11	19	2.96	18	47	2.93	39	55
400-499	2.55	27	46	2.93	12	32	2.77	20	28
300-399	2.55	18	30	2.38	2	5	2.70	1	1
Total		59	100		38	100		71	100

Third year. From this table it can be seen that the two-year college transfers have lower SAT verbal scores than the four-year college transfers and Hofstra natives. About 65% of four-year school transfers and Hofstra natives had scores of 500 or above as compared with only about 20% of those from two-year schools who received such scores.

This difference may reflect lower entrance requirements in the two-year colleges but it does not necessarily mean that the superior performance of four-year college transfers and Hofstra natives are relatable to SAT scores. If that were the case, one would expect increasingly high GPA to be associated with increasingly high SAT levels. But such is not the case, no clear relation between GPA and SAT scores emerged. There was some tendency for the highest SAT grouping to be associated with the highest GPA's in the two transfer groups but the total range of scores was not great (if we exclude the two cases in the lowest category of the four-year transfer group). There was virtually no discrimination among the three lowest intervals in the two-year transfer group. Among Hofstra students there was practically no discrimination between the intervals.

In keeping with our general method the SAT verbal scores were dichotomized at the 500 point. In comparing the third-year GPA's of students with SAT scores of 500 and above, as opposed to scores below 500, all differences were in the same direction, no significant differences were found for either transfers of Hofstra natives. In the two-year school sample, the 500 and above group had a third-year GPA of 2.40, while the below 500 group had a GPA of 2.24. In the four-year school sample, the 500 and above group had a third-year GPA of 2.81, the below 500 group had a GPA of 2.56. Hofstra natives had a third-year GPA of 2.66 for those students with SAT's of 500 and above, and a mean of 2.60 for those with SAT's below 500.

Fourth year. In the fourth year, SAT again proved to be a poor predictor of grades. Among Hofstra students the highest SAT intervals were not associated with highest GPA's. Among transfer students there was little discrimination in GPA. For the two-year group, only .13 GPA points separated the highest from the lowest SAT intervals. Among the four-year school intervals there was little discrimination among the top three intervals and the top SAT interval is not associated with the highest GPA.

Continuing with the dichotozimation procedure: in the two-year school sample the 500 and above SAT group had a fourth year GPA of 2.48, the below 500 group GPA was 2.55; in the four-year school sample, the 500 and above group had a fourth year GPA of 2.93, the below 500 group's GPA was 2.85; and for Hofstra natives the group with SAT's of 500 and above had a fourth year GPA of 2.88, the group below 500, 2.76, none of the differences were significant.

In general, SAT does not appear to discriminate levels of Hofstra performance in either the third or fourth year.

Sex Differences Table 7 shows the number and percent of male and female junior transfers from the two- and four-year schools and native students earning various third and fourth year GPA's at Hofstra.

Table 7

Third and Fourth Year Performance as Related to Sex

Third Year

Hofstra GPA	Transfers: 2-Year Schools Female N	%	Male N	%	4-Year Schools Female N	%	Male N	%	Hofstra Natives Female N	%	Male N	%
3.00-3.99	12	16	6	7	16	40	8	25	11	28	11	22
2.00-2.99	53	72	56	64	21	52	22	69	26	64	32	66
0-1.99	8	12	26	29	3	8	2	6	3	8	6	12
Total	73	100	88	100	40	100	32	100	40	100	49	100
GPA	2.46		2,19		2.78		2.63		2.70		2.60	

Fourth Year

Hofstra GPA	Transfers: 2-Year Schools Female N	%	Male N	%	4-Year Schools Female N	%	Male N	%	Hofstra Natives Female N	%	Male N	%
3.00-3.99	13	21	7	10	16	42	10	36	11	37	15	37
2.00-2.99	45	74	52	73	21	55	18	64	18	60	24	58
0-1.99	3	5	12	17	1	3	--	--	1	3	2	5
Total	61	100	71	100	38	100	28	100	30	100	41	100
GPA	2.65		2.49		2.93		2.75		2.86		2.83	

Although the direction of differences consistently favors females, only one out of the six basic comparisons was significant.

Third Year The GPA of female students from two-year schools was 2.46, significantly higher than the 2.19 of males. The GPA of female students from four-year schools was 2.78, that of males 2.63. The GPA of female Hofstra natives was 2.70, the GPA of male Hofstra natives was 2.60.

Similar results were obtained when only the best students were considered (GPA's of 3.00 and over) -- more females were found in this category than males, but the differences were not significant.

Fourth Year The pattern shown in the third year was maintained in the fourth year. The GPA of female students from two-year schools was 2.65, that of males being 2.49. The GPA of female students from four-year schools was 2.93, that of males, 2.75. The GPA of female Hofstra natives was 2.86, the GPA of male Hofstra natives was 2.63.

Major field of study

Third Year Table 8 shows the Hofstra GPA of junior transfers from two- and four-year schools and native students as a function of their major field of study.

Table 8

Third and Fourth Year Performance as a Function of Major Field

Third Year

Major	2-Year School N	2-Year School GPA	4-Year School N	4-Year School GPA	Hofstra Natives N	Hofstra Natives GPA
Humanities	35	2.44	14	2.89	23	2.74
Natural Science	27	2.24	8	2.57	15	2.45
Social Science	52	2.18	37	2.70	30	2.63
Business	26	2.21	7	2.36	13	2.78
Education	23	2.51	6	2.95	5	2.34

Fourth Year

Major	2-Year School N	2-Year School GPA	4-Year School N	4-Year School GPA	Hofstra Natives N	Hofstra Natives GPA
Humanities	28	2.62	13	3.04	17	2.91
Natural Science	23	2.51	8	2.80	13	2.63
Social Science	38	2.55	34	2.83	24	2.84
Business	23	2.53	4	2.34	10	2.99
Education	20	2.63	6	2.90	5	2.79

Considering students having majors in Humanities and Social Science, the two-year college transfers had the lowest GPA, the four-year college transfers the highest, and the Hofstra natives were in between but not significantly different from the four-year school transfers. Natural Science majors followed the pattern but none of the differences were significant. Students in Business and Education produced variable patterns. Hofstra Natives majoring in business had the highest GPA whereas both transfer groups were at the low end. (Only the difference between two-year college transfers and natives was significant.) In education the two-year school transfers and the Hofstra natives were at the low end (not significantly different from each other) and the four-year school transfers were at the high end (significantly different from both other groups.)

Fourth Year The results for the fourth year were very similar for majors in Humanities, Natural and Social Science, and Business. This time both groups of transfer students majoring in Business had GPA's that were significantly lower than the Hofstra natives. For Education majors four-year school transfers still had the highest GPA but none of the comparisons among the three groups were significant.

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